

Video Recording Script

UNIT 1

Listening 2 (Groups): Small Talk before Focusing on the Project

- Student 1: So, how do you like architecture class so far?
Student 2: It's okay. Is it your major?
Student 1: I haven't decided yet. You?
Student 2: I don't think so, but in my country, there are many challenges in that field.
- Student 1: Which country are you from?
Student 2: Beijing, China.
Student 1: Oh! That's so cool! My dad had a business trip there two years ago, and our family got to tag along. It was amazing! I was so surprised at how friendly people were, and many people tried to, uh, speak a few English words to us.
- Student 2: Oh, wow! I haven't met any American student who has been to my country before.
- Student 1: Maybe we could pick a building in Beijing.
Student 2: Uh huh. Yeah.
- [Student 3 enters and sits down.]
- Student 3: Hey, sorry I'm so late.
Students 1 and 2: Hi./Hey.
Student 3: Yeah, parking was an absolute nightmare out there! What are you guys talking about?
Student 2: My country. Anna's been there before.
Student 3: Oh, ok. So you haven't started the assignment yet? Well, I think we're supposed to decide on a building to discuss. Any ideas?
Student 1: Yeah, we talked about a building in China. But, is it okay if we review the guidelines on the assignment first? That would really help me.
Student 2: Yeah, sure. I have it here in my notes—choose a structure, research its history, take notes on its design, and present that to class. Why don't we choose one of the tallest buildings in the world?

- Student 3: Um. Wait. Excuse me. Don't you think that a lot of other people are going to do that too?
- Student 2: Well, I'm not sure about that.
- Student 3: I'm sorry. I'm not saying it's a bad idea; it's just, I think that a lot of other groups are going to do it too. Maybe we can talk about a particular type of building. Like a house, or a museum, or an office building?
- Student 2: But I don't think that's as interesting as focusing on a really tall building though.
- Student 3: Well, I don't know. The professor brought up a whole bunch of really interesting facts about those other buildings. Like, I thought the stuff he said about hotels was really cool, even though they weren't the tallest.
- Student 2: But we have to be able to talk a lot about a building. If it's tall, if it's big, that will help us, right?
- Student 3: Yeah.
- Student 1: Excuse me. How about a compromise? The actual assignment says "structure," right? We could pick, uh, the tallest structure, like, a, a, like a radio or television tower or even a sight-seeing tower like the Space Needle in Seattle or the Eiffel Tower.
- Student 3: Wow, yeah, I mean, we could look into doing a project on the tallest structure instead of the tallest building.
- Student 2: Yeah. I got a little frustrated. That's a good idea.
- Student 1: Good. I'll research the CN Tower in Toronto, Ontario.
- Student 3: Um, hey, while you're doing that, could you also do some research on that one tower in China that we talked about in class? You guys wanted to do something about a structure in China, right?
- Student 1: Ok. Yeah. That one's cool! How, uh, do you spell it again?
- Student 2: Um, it's G-u-a-n-g-z-h-o-u.
- Student 3: Ok, and I can also do some research on the Eiffel Tower. I mean, that's an oldie, but it's still a goodie.
- Student 2: Yeah. When was that one built?
- Student 3: You know, I don't know that, but I'll check on it.
- Student 2: Yeah, and I'll check some of my, my, the telecommunications tower in my country, maybe one in Russia.
- Student 1: Uh, do you want to get, guys, uh, together tomorrow to review what we found?
- Student 2: Um. I can't. I have class. But maybe we can, I can do after 4.

Student 3: Okay, well, that works for me. Um, you guys are going to have to excuse me. I need to run to another class. So, bye.

Students 1 and 2: OK.

[Student 3 gets up and leaves the scene.]

Student 1: Hey, Serena, do you think that maybe sometime we could grab some coffee and talk more about China. There's a few things I am really curious about but have never had anyone to ask.

Student 2: Yeah, sure. I'd like that.

UNIT 2

Listening 2 (Pairs): Comparing and Contrasting

Student 1: Okay, so we've got to pick two commercials to present to the class. And then differentiate between the products. Any ideas how to start?

Student 2: It's going to be hard because there are so many cool commercials. Maybe we should just talk about the ones we like and then go from there.

Student 1: Okay. Have you seen that new commercial for Nate's Chicken Delight? I couldn't stop laughing. The whole scene with the bunny was hilarious. I'm not sure I know what they were trying to sell me, but it made me laugh. A rabbit isn't the obvious choice.

Student 2: You're right. Kind of different from the commercial for Sara's Chick-Fest. Have you seen that one? With the dancing chicken? Just as hilarious, but you definitely knew you were going to be getting chicken.

Student 1: You're right. They both claim to have great-tasting chicken though, too.

Student 2: Also, they're both located on the main strip in town.

Student 1: Although they cost about the same, there must be some difference in the actual product. Remember our instructor told us that differences create product differentiation. How are they different?

Student 2: Yeah. We should look at that.

Student 1: I'll start. With Nate's, I think the focus is more on the size of the chicken and more pieces in some of the meals.

Student 2: You're right, and there's a difference in ingredients too. Sara's Chick-Fest promises free-range.

- Student 1: Oh, yeah. I think we have to believe that they both have good chicken though. In class, we learned that differences in quality will result in different prices. The prices are similar. Remember that? Ah, Chapter 4, I think. I'd read it again because the TA said that chapter would be on the next test.
- Student 2: I too remember something else too. What about differentiating them by another characteristic? We learned that timing and location is important.
- Student 1: We already said they have similar locations on the main strip. And they're both close to campus.
- Student 2: But, there's a difference in timing. Even though they're both sold for lunch and dinner, only one is open past 10 PM.
- Student 1: Ok, so that's another difference. Sara's probably won't sell as much to the college crowd because it's not open as late. I study until 10 PM.
- Student 2: Yeah, even on a night off, I don't go out until late.
- Student 1: Okay, so either one can be bought during normal meal times, but only one is also open late. That's good to notice. Ah, what about marketing?
- Student 2: Our textbook explains that the amount of advertising makes a difference. Nate's also has flyers posted around campus and a radio ad. Plus, a lot of upperclass students recommend it—word of mouth matters.
- Student 1: Other than the television commercial, I haven't heard much about Sara's. I guess the advertising isn't as good for that one. Maybe people don't know about it, even though it's probably just as good. Maybe we should play up the free-range feature more in our presentation.
- Student 2: That's a good idea. I think other teams will probably focus on locations, prices, other common features. Maybe the free-range idea will set us apart a little.
- Student 1: Works for me. Let's go with it.

UNIT 3

Listening 2 (Groups): Making Sure Everyone Understands an Assignment

- Student 1: Professor? Could you explain the project a bit more?
- Student 2: Yes, that would be very helpful.
- Instructor: Sure, I'd be happy to stick around and answer a few questions. This project is a big part of your final grade.

- Student 1: Well, I know we're supposed to choose an earthquake from history, write about its effects on the Earth, and then make a presentation to the class. And there's something about "interesting facts." Is that right?
- Instructor: That's right. You want to pick out some information relevant to your specific quake, something that the class will find interesting and talk about that in your paper. Is that clear?
- Students 1 and 2: Yes.
- Student 1: How long is the paper supposed to be?
- Instructor: Believe it or not, there are no length requirements. Of course, it depends the earthquake that you pick, so you don't need to pick a minor quake.
- Student 1: Darn! [laughing]. I do like it when I know how many pages I have to write though.
- Instructor: Well, I want you to write without worrying about how long or short it is. Once you pick your earthquake, then you can talk about any part of it, and don't worry about the, um, length. Of course, geology is important, so you want to talk about what is going on at the crust level. You might also want to add some specific facts about the epicenter and the damages that were done or were not done, and why. Got it?
- Student 2: Yes. Makes sense. You want us to pick some facts we find interesting about earthquakes. Some of them can even be our opinions, right? You really can't get that wrong.
- Instructor: That's right. Um. Just, you want you to say about why you find this earthquake interesting, and then I'm sure the class will agree that those same things are interesting to them. You want to cover the geological processes that we've learned about so far this term as well.
- Student 1: Okay. Got it. Focus, focus on the damages and what we might learn for the future.
- Instructor: Yes, that's a good start.
- Student 2: Ok, and do we have to document our sources? And, if so, which style?
- Instructor: MLA.
- Student 1: Oh, I'm good. I've got that in my English handbook.
- Instructor: Ok, that's the end of the questions. I have to run to my next class. Please feel free to email me if you have any other questions. And, good luck.

UNIT 4

Listening 2 (Groups): Discussing an Issue

- Student 1: That was a good lecture on freedom of the press. Sounds like if there hadn't been freedom of the press, people wouldn't have found out about the Watergate scandal. This could be an interesting topic to research for our paper.
- Student 3: Yeah.
- Student 2: I agree. I think we should start by defining freedom of the press as the right to communicate through written forms, like magazines and newspapers and then talk about the role the *Washington Post* played in Nixon's resignation.
- Student 3: Well, wait. Before we move forward, I think we need to change that definition. Remember that freedom of the press also applies to electronic forms of media, like radio and television.
- Student 1: I'm positive we need to include online media too. You know? The Internet.
- Student 3: Yeah.
- Student 2: Good points. I think a question we need to consider too is how much freedom the press should have.
- Student 1: I'm convinced that government information should remain private. Each government should decide what becomes public and what remains private.
- Student 3: Hmm. Wait. I need to cut in. Are you saying that the *Post* should not have released that information about the Watergate scandal?
- Student 1: Well, kind of, yeah.
- Student 3: Well, listen, the people elect the president, right? So let me pose this question: If the people elect the president, then shouldn't they also have the right to know what the president is doing?
- Student 2: I think so. I think the *Post* had every right to report the Watergate scandal. My guess is that they thought the situation evolved into something more important than the other stories they were covering at the time because high-ranking officials were involved. Um, that made it, you know, a scandal, more than just a regular story.
- Student 1: Sorry, but I disagree. Wouldn't you agree that sometimes there can be too much information put out there?
- Student: Like when?

- Student 1: Well, like when details of some secret mission of some sort are revealed, which jeopardizes the mission, and all because the press thought it had the right to disseminate whatever it knows.
- Student 3: Well, excuse me. I see exactly where you're going, but I think we need to get back to Watergate. Otherwise, we're gonna just have too much information for the assignment.
- Student 1: Yeah, we'll have too much because the press printed too much!
- Student 2: Let me jump in here and offer a compromise. You're for complete freedom of the press [to Student 3] and you're for no freedom [to Student 1]?
- Student 1: No, let me clarify. Not **no** freedom. Just limited or restricted information related to the government.
- Student: Ok, so, I think we should define freedom of the press, talk about Watergate and the role of the press at that time and in that event, and then talk about different rules that might apply.
- Student 3: Such as?
- Student: Like sunshine laws or freedom of legislation laws. I'm pretty sure people can request government information through those. Um. Those might be different from the freedom of information laws. I'm not sure, so we'd have to check on that.
- Student 1: That's not a bad idea. How about if we all do an online search before we meet again.
- Students 2 and 3: Ok.
- Student 3: That sounds good.

UNIT 5

Listening 2 (Pairs): Describing and Confirming

- Student 1: This test is going to be a killer. There are so many elements!
- Student 2: How do you think we should study?
- Student 1: If you ask me, I think we should focus on some of the elements that the professor focused on in class.
- Student 2: Good idea. Let's talk about copper first. Where is that in the table?
- Student 1: It's in the fourth row and eight from the right. It's above silver. Its symbol is Cu.
- Student 2: I don't see why this one is so important. It seems common.

- Student 1: To my mind, it's important because of its role in the electrical industry. It's used in U.S. coins. That's a lot copper.
- Student 2: So it's also common. But you're saying we should note how much it's used.
- Student 1: Yes, I believe so.
- Student 2: Hmm. Now, let's talk about one that isn't as well known. Potassium.
- Student 1: Remind me, where that is on the chart?
- Student 2: Ah, it's about halfway down. First column. First in the fourth row. To the left of calcium.
- Student 1: I see it. Its symbol is K. In my . . . Personally, I think it's weird that the symbol is a letter that's not even used in the name of the element. I'm curious about it. What do we know about potassium?
- Student 2: It's the seventh most abundant in the world.
- Student 1: It's found in the grass, right?
- Student 2: Close, but not exactly. It's found commonly in soil.
- Student 1: Oh. I remember that. Didn't the professor tell us that it's often found in fertilizers?
- Student 2: That's right.
- Student 1: Let's talk about one more before we have to go.
- Student 2: How about radium? It's in the second column near the left side of the chart. It's in the same column as magnesium and calcium. Just below barium.
- Student 1: Number 88?
- Student 2: That's right.
- Student 1: I need more information about it. I don't have much in my notes.
- Student 2: Ah, I have a few notes. It was discovered in 1898 by Marie Curie.
- Student 1: Was that one originally found in Colorado?
- Student 2: Ah, that's not right. There was some in Colorado, but it was originally found in Bohemia, now the Czech Republic. In my opinion, one of the most interesting things is that it's used to treat cancer.
- Student 1: I remember something about that. It's used to treat some other diseases as well, right?
- Student 2: That's right. And it transforms into other elements as its activity decreases. Lead is a final product of radium.
- Student 1: Great. Well, that gives us a great start. Do you want to meet again later?
- Student 2: Yes.

UNIT 6

Listening 2 (Groups): Discussing Art

- Student 1: Hey, when is the test?
- Student 2: It's on the 22nd.
- Student 3: Wait, the 22nd? Thursday?!
- Student 2: Oh, no, wait. I meant to say it's on Friday. Friday, the 23rd.
- Student 3: Ok, good. Well, that gives us one extra night to study.
- Student 1: Yeah, the instructor said we'll have to look at a painting and write about why we appreciate it.
- Student 2: Let's practice with the ones in the book. [opens book]
- Student 3: Great.
- Student 2: What about something by Rembrandt?
- Student 3: I really like that one. It's called *A Lady and Gentleman in Black*. I love the way that the black and white clothing really stands out against that neutral background. Plus, with so little color, the painting is just so dramatic. Do you guys like this one?
- Student 1: [shrugs] Umm. Not really.
- Student 2: Uh, sort of. Personally, I like more color. What I'm trying to say is that there is only a little bit of red and pink in this one.
- Student 1: Hey, you know what? Actually this one is missing from a museum in Boston. Yeah, I was looking up another one and found out that it, and this Rembrandt and some others were stolen, too.
- Student 3: Really?
- Student 2: Oh, I heard about that too. It was the Gardner Museum in Boston. It happened more than 20 years ago. The biggest art theft in history. They still don't know where they went or where they are now.
- Student 1: [looking on computer] Hey, guess what? I just found another one that was stolen from the museum. It's a portrait of Rembrandt. Now, I really like portraits. They tell me what people looked like. Besides that, I can look at the subject's face and try to figure out what they were thinking. And this is one is a self-portrait, which makes it really interesting. Do you like it?
- Student 2: Uh-huh. I've always wondered, how do people someone paint themselves?
- Student 3: Well, here's what the TA told me. Basically, they use mirrors. Self-portraits have been around since the beginning of painting, but it wasn't until around the mid-15th century that self-portraits really became popular because of mirrors. Before

- that, mirrors just weren't good enough. Do you guys like, ah, this one?
- Student 2: Uh. It's OK. The mirror/self-portrait fact is an interesting tid-bit. But I usually like paintings that are more colorful and less literal—if that's the right word. Umm, let me show you one I like. [opens book] This one by Manet. *Chez Tortoni*. There's just something about this one that I really like. Manet was one of the Impressionists.
- Student 1: Oh, I've heard about the Impressionists. French, right?
- Student 2: Monet was probably the most famous, but, as a general rule, Manet did more paintings about people relaxing, like at cafés. *Chez Tortoni* is in a café. Typically, Monet did landscapes.
- Student 3: Hmm. That's really interesting. I guess I didn't realize that.
- Student 2: See, I just like the way that, uh, Manet used green in this. I don't know what it was supposed to represent, but I like wondering about it.
- Student 1: Um, not me. True, this painting is more colorful, but I'd still vote for something else. In other words, I'd still pick self-portraits.
- Student 3: Yeah, and I'd still go with the Rembrandt.
- Student 2: Well, I guess this is what we are supposed to be doing, right? Appreciation varies person to person, and we're doing the right thing, right?